# Rhode Island Unit of Study

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| Title:  Recipe for Revolution |
| Overall days:  17 Class Days |
| Discipline Content:  This section contains specific content and concepts that are to be learned in this unit of study.  Statements describe what students will learn related to the content and concepts.  What will students LEARN?  Unit: French Revolution   Content Standard(s): Explain the impact of the French Revolution in terms of political, economic, social, and cultural institutions. |
| Processes:  This section contains the specific processes students will use in learning the content; may be referenced from GSEs/GLEs.  What will the students DO?  Critical Thinking  Research  Analyze Primary Sources  Compare and Contrast  Response to Informational Text  Integration of Technology to enhance product  Oral Presentation Skills |
| Essential Questions:  This section should list the set of essential questions students should be able to answer by the end of the unit of study. These questions should be relatively broad in nature, directly related to the unit, open-ended in nature, and represent the big ideas of the unit.  When is it acceptable for a population to overthrow an existing regime?  Is violence ever justified to correct repressive policies of a government?  How can rulers maintain power while failing to address the needs of people?  What responsibility does the international community have when a government fails to meet the needs of its people?  Why are some repressive regimes overthrown while others are not? |
| Written Curriculum |
| Grade Level Expectations/Grade Span Expectations:  The standards will be copied in their complete form including all numbering and strand information. The portions of the standard not being addressed will be marked with a strike through. This will provide clarity regarding exactly which part of the standard is actually being developed in the unit activities.  **G&C 1 (9-12) –2**  **Students demonstrate an understanding of sources of authority and use of powers and how they are/can be changed by…**  a. identifying how the purposes served by actions of a government affect relationships between and among the individual and government and society as a whole (i.e., civil society) DOK 2  b. explaining how political authority is obtained and legitimized DOK 2  c. examining relationships between the nature and exercise of power and its historical origins (e.g., divine right, popular sovereignty, social contract, regime of truth) DOK 2  **HP 2 (9-12) –1**  Students connect the past with the present by…  a. explaining origins of major historical events (e.g., Industrial Revolution in Rhode Island) DOK 2  b. identifying and linking key ideas and concepts and their enduring implications (e.g., separation of church and state in Rhode Island) DOK 2/3  ~~c. analyzing and evaluating how national and world events have impacted Rhode Island and how Rhode Island has impacted national and world events (e.g., Commodore Matthew Perry of RI opens trade with Japan; Quonset Hut; slave trade)~~  **OC–12–2**  **In oral communication, students make oral presentations by …**  OC–12–2.1 Exhibiting logical organization and language use, appropriate to audience, context, and purpose (Local)  OC–12–2.2 Maintaining a consistent focus (Local)  OC–12–2.3 Including smooth transitions, supporting thesis with well-chosen details, and providing a coherent conclusion (Local)  EXAMPLES (of support and elaboration): Using anecdotes, analogies, illustrations, visuals, detailed descriptions, restatements, paraphrases, examples, comparisons, artifacts |
| Notes, clarifications, and prerequisites regarding standards:  This section will contain an analysis of alignment of the ideas to the grade level before and after; important findings about the standards that support teachers in narrowing the idea; provide specificity where the GLEs/GSEs lack specificity. These statements should be written in complete sentences and give guidance to teachers regarding content and/or processes. This section is not about instruction, paraphrasing the GLEs/GSEs, or criteria.  Be specific about the standards that address the Essential Questions by building upon what the students have already learned and how it prepares them for what is to come. (see examples…)  G&C 1-2 is covered in every level of social studies. The following GSE reflects the proficiency students are required to demonstrate by the end of eighth grade. Students entering the Western Civilization class room have meet proficiency at the following levels.  **G&C 1 (7-8)–2**  **Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by…**  a. comparing and contrasting the key stages of development of the rule of law, as presented in various enduring documents DOK 2  b. explaining why the rule of law is necessary to the role of government (e.g., debate/ Robert’s Rules of Order) DOK 2  c. defining and identifying the nature of authority and sources of power DOK1  The Government and Culture GSE’s listed in the previous box reflects the highest level of students proficiency students must meet by the end of grade 12.  HP 2-1 is covered in every level of social studies. The following GSE reflects the proficiency students are required to demonstrate by the end of eighth grade. Students entering the Western Civilization class room have meet proficiency at the following levels.  **HP 2 (7-8) –1**  Students connect the past with the present by…  a. determining the cause(s) and effect(s) of specific historical events that impact RI today DOK 2  b. analyzing the impact of RI’s ethnic development on local, state, and national history. DOK 3  c. analyzing and evaluating how national and world events have impacted RI and how RI has impacted world events DOK ¾  After high school students are expected to be able to expand on the proficiency met by the end of grade twelve. Using the skills acquired in high school, students will continue to think at a DOK level of 3 or 4.  **HP 2 (Ext)–1**  Students connect the past with the present by…  a. tracing and analyzing how a present situation or problem has been constructed/affected by its historical roots  (e.g., deindustrialization in Rhode Island) DOK ¾  c. researching a current state, national or world issue and predict future implications for RI or propose a course of action  The following GSE’s reflect what students have already learned by the end of 10th grade in regards to the Oral Communication GSE.    **OC–10–2**  **In oral communication, students make oral presentations by…**  OC–10–2.1 Exhibiting logical organization and language use, appropriate to audience, context, and purpose (Local)  OC–10–2.2 Maintaining a consistent focus (Local)  OC–10–2.3 Including smooth transitions, supporting thesis with well-chosen details, and providing a coherent conclusion (Local)  EXAMPLES (of support and elaboration): Using anecdotes, analogies, illustrations, visuals, detailed descriptions, restatements, paraphrases, examples, comparisons, artifacts  The Oral Communication GSE listed in the previous box reflects the highest level of students proficiency students must meet by the end of grade 12. |
| Additional Learner Outcomes (not necessarily assessed):  Examples: 21st Century Skills, Applied Learning Skills, Technology Skills, Learner Expectations (PBGR)  Problem Solving, in which the student organizes and conducts a process to create intellectual or physical products, hold an event, conduct a process, or otherwise move towards the solution of an identified issue or problem.  Research, in which the student uses information tools and technology to learn and deepen his or her understanding about a topic or area of interest.  Communication, in which the student questions, informs, and learns from others.  Critical thinking, in which the student detects incompleteness, inconsistency, and opportunities for expansion of ideas, products, procedures, etc. and formulates core questions and assertions about topics or areas of interest. |
| Taught Curriculum |
| Instructional Sequence:  This section contains specific recommended pacing for the unit. If the unit is a 6 day unit, in most cases each day will have a learning objective. The learning objective may or may not be the exact GLE or GSE statements and are shaped by the learning activity. Be specific with technology integration opportunities. Consider the classroom environment, including student grouping, classroom management strategies, and material management strategies. Step by step “lesson plan” for teacher and students.  Day1   1. Teacher will… Students will…   Day 1-2 – Students will be able to know the causes of the French Revolution   * Students will learn that the causes of the French Revolution were political, social, and economic problems.   Day 3-5: Students will be able to understand the political philosophies of John Locke and Thomas Hobbes   * Students will learn that Locke believed it was the people’s responsibility to overthrow a regime that failed to protect basic rights and Hobbes believed absolute monarchies are needed to keep people in line.   Day 5-7: Students will know the steps of the French Revolution that went from Monarchy, limited monarchy, republic, to dictatorship   * Students will learn that moderates, radicals, conservatives, and reactionary factions determined the new governments during the stages of the French revolution. * Students will learn that the revolution was a series of interconnected events that had consequences for the French people.   Day 8-9: Students will evaluate the success of the French Revolution in terms of liberty, equality, and fraternity   * Students will evaluate if liberty, equality, and fraternity were met as a result of the revolution   Day 10-11: Students will compare and contrast the conditions of France in the 1780’s to contemporary countries in crisis.   * Students will learn that many countries in the modern world suffer from similar conditions faced in pre-revolutionary France.   Day 12-14: Students will create oral presentations that show the similarities and differences between France in the 1780’s and a contemporary country of their choosing   * Students will use media presentation software to show the similarities between pre-revolutionary France and their contemporary country.   Day 15-17: Students will give oral presentations |
| Resources and Materials:  This section will contain all of the instructional resources and materials students will need during the unit of study.  Examples: Instructional Documents, Technology Hardware, Technology Software  Power Point Software, Computer Projector, access to internet, Western Civilization textbook, Hobbes and Locke primary sources, short primary source excerpts regarding causes of the revolution, highlighters, Microsoft office applications, and computers for student research. |
| Instructional Considerations: |
| Key Vocabulary:  This section should contain the most critical vocabulary only. This is not intended to be an exhaustive vocabulary list.  Ancien Regime  Bourgeoisie  Sans-Culottes  Nationalism  Radical  Moderate  Conservative  Reactionary  Suffrage  Abdicate  Cahiers  Émigrés  Estates-General  Jacobin |
| Differentiation Strategies (for all student learners):  Students will watch a benchmark presentation created by the teacher or another student. The teacher can identify which students have experience with necessary software and pair them with students who have a limited knowledge of power point and other applications. The teacher can provide a detailed list of problems in France during the 1780’s and have the class brainstorm areas in the world that are facing similar problems to help students who are not familiar with contemporary affairs. Students can then choose an area of personal interest from the generated this list. The teacher can also direct students to examples in recent history where social institutions have been changed in order to help them make the connections as well as provide research materials suited to the level of the student. Students with more advanced ability to make these connections can be instructed to design solutions to the problems of their selected country. |
| Depth of Knowledge:  Describe (using DOK language) how these tasks require students to reach deeper levels of thinking (3 or 4 of DOK).  Students will reach a DOK 3 by analyzing contemporary issues in the world and comparing and contrasting them to issues of the past. By doing this students will apply a concept in other contexts. Students that design solutions to these contemporary issues have the opportunity to reach a DOK 4. |
| Institute for Learning (IFL) Strategies/Research Based Strategies:  Example: Accountable talk will occur as students ….  Accountable Talk will occur as students discuss and debate the political theories of Locke and Hobbes. They will also engage in accountable talk when discussing the causes of the French revolution in their mystery task.  Socializing Intelligence will occur in the mystery grouping strategy, and the paired reading strategy as students work in pairs to discuss Locke and Hobbes.    Learning as Apprenticeship will occur as students create their presentations showing the similarities between pre-revolutionary France and their country of choice. |
| Teaching Strategies:  In this section, useful and generalizable content-focused strategies should be described as they related to the specific activities for the learning expectations and accompanying sections, investigations, etc. Notes and comments about when it might be useful to group students in pairs or groups, tips for organizing materials, and references to specific support pages in the selected resources also go here.  Mystery Strategy – Why did the Revolution Happen?  Students are given the end result of the revolution and then must investigate primary sources to find out the solution to the mystery. This would be an effective time to place the students into collaborative groups.  Inductive Learning Strategy – Locke vs, Hobbes  Students are given a set of vocabulary words from each reading and then asked to classify them in groups as they see fit. Students then make a prediction about the readings using their word grouping. Students then will underline parts from the readings that support or refute their predictions. Students then will do paired summarizations of their readings. Students will then debate which political theorist has the “best” ideas.  Timeline – Students will create an annotated timeline that chronologically shows the events of the revolution and explains the significance of these events.  Brainstorm Activity – Students will brainstorm about areas of the world in crisis that they are aware of. Students will share these ideas with the class and the teacher. After locating these areas on a map and discussing issues they face students will choose which country they would like to begin their research on.  Guided Practice – Students work on researching their selected countries and begin to create power point presentations. Students with limited technology proficiency can be paired with students who have high level technology skills. |
| Assessed Curriculum: |
| Assessment Options |
| Embedded, Formative Assessments  Student Created Timelines |
| Summative/Unit Assessments  Oral Presentation |
| Common Tasks |
| Benchmark Assessments  See MCG 2008 Site |